Student Opportunity Act Plan

Swansea

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* Students with disabilities

*The rationale for selecting these student subgroups.*

Based upon Swansea Public School's three-year District Improvement Plan, the results of an independent special education program study, along with input from staff, administrators, and community stakeholders, we will be focusing on subgroups inclusive of students with special needs, low income students and economically disadvantaged students mainly in the early childhood classrooms.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

Swansea Public Schools surveyed staff, administrators and parents to help determine the greatest areas of need.

***Focus Area 1:***  Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Swansea Public Schools has worked diligently over the past several years to educate students with disabilities within their neighborhood schools and alongside their like-aged peers rather than utilizing out of district programming. This has necessitated the need for enhanced classroom resources, staffing resources, addressing of social emotional learning and professional development for staff. While these efforts have generated progress for these subgroups, MCAS results, common assessments, VOCAL Surveys, district-wide student surveys and input from staff have indicated that the preponderance of this subgroup are still not achieving at a level commensurate with their peers, hence the need to focus on enhancement of our inclusion and co-teaching practices. Professional development will be provided specific to the needs at each grade level span, along with PD that focuses on inclusion and co-teaching strategies. Addition of paraeducators and staffing to address social emotional needs in identified areas will be imperative for much needed classroom support.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Embedded instructional coaching** | **360,000** | **Professional Development** |
| **2** | **Assistive technology/equipment** | **68,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Paraeducators** | **287,000** | **Employee Benefits/Fixed Charges** |
| **4** | **Student support staffing** | **175,000** | **Classroom & Specialist Teachers** |

***Focus Area 2:*** Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

We have enhanced our literacy programming within the early childhood classrooms (grades k-2) and have identified the need to provide more specific phonics-based programming and to begin addressing the very early literacy within the pre-k classrooms. These needs are especially true for our identified subgroups as there is disparity between the subgroups and like-aged peers at the early elementary level as indicated by scores and outcomes of Benchmark Assessment System (BAS), Lucy Calkins Units of study for reading, running records and ESGI used for assessing student achievement and growth.

Training and staffing support will be added to address the identified disparities.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **Phonics training/materials** | **40,000** | **Professional Development** |
| **2** | **Literacy support staffing** | **175,000** | **Classroom & Specialist Teachers** |
| **3** | **Preschool playground equipment** | **95,000** | **Operations and Maintenance** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

There are many avenues by which we seek engagement of families, especially those parents of students in the identified subgroups. We utilize many forums that include, but are certainly not limited to, Title I parent meetings, special education roundtables and trainings, PTO meetings, School Council meetings, SEPAC trainings, parent-run after school activities, family fun nights and a host of other school-based events that continue to promote meaningful engagement in order to enhance the good work that transpires daily in the classroom. Our motto is "Students Come First' so all of what we do across the district has that thought process as our backdrop. When crafting our annual individual School Improvement Plans (SIPs) and our three- year District Improvement Plan (DIP), input is sought from all stakeholders so that the plans are well-rounded, meaningful and documents that are 'live' rather than put on the shelf until the next review. Our administrators create their evaluation goals in alignment with both the SIPs and the DIP so that there is cohesion throughout all six schools. This has helped with common language, sharing of resources and ensuring that we are all moving forward in both the academic and social/emotional teaching and learning that needs to be in place.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

Parents, staff and administrators were surveyed and participated in working group discussions

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: 03/09/2020